



KAS Informative/Explanatory Rubric—Grade 6

Guiding Principle C2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	<p>Weakly introduces a topic that may lack focus or be unclear.</p> <p>Lacks a preview of what is to follow.</p> <p>Lacks focus on task, purpose and audience.</p> <p>Misses many or all demands of the prompt/task.</p>	<p>Attempts to introduce and maintain a topic, but may have lapses in focus.</p> <p>Attempts to preview what is to follow.</p> <p>Attempts to focus on task, purpose, and audience, but contains lapses.</p> <p>Attempts to address some demands of the prompt/task.</p>	<p>Effectively introduces and clearly maintains a topic.</p> <p>Effectively previews what is to follow.</p> <p>Maintains a clear focus on task, purpose and audience.</p> <p>Addresses all demands of the prompt/task.</p>	<p>Thoroughly introduces and maintains a topic.</p> <p>Thoroughly previews what is to follow.</p> <p>Maintains a consistent focus on task, purpose and audience which creates strong cohesion throughout the composition.</p> <p>Thoroughly addresses all demands of the prompt/task.</p>
Support	<p>Includes minimal or no purposeful development of the topic. Uses few or no relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>Ineffectively uses or lacks use of strategies such as definition, classification, comparison/contrast and/or cause/effect.</p> <p>Makes minimal attempt or makes no attempt to include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>Provides incomplete, inaccurate and/or irrelevant explanations of evidence and ideas, concepts and information.</p> <p>Provides minimal or unrelated reasoning to support ideas.</p>	<p>Attempts to develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>Attempts to use strategies such as definition, classification, comparison/contrast and/or cause/effect.</p> <p>Attempts to include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>Provides vague and/or general explanations of evidence and ideas, concepts and information.</p> <p>Provides vague and/or general reasoning in an attempt to support ideas.</p>	<p>Develops the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>Effectively uses strategies such as definition, classification, comparison/contrast and/or cause/effect.</p> <p>Includes formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>Provides logical explanations of evidence and ideas, concepts and information.</p> <p>Provides reasoning that clearly links evidence to support ideas.</p>	<p>Thoroughly develops the topic with relevant facts, definitions, concrete details, quotations or other information and examples that strengthen the composition.</p> <p>Skillfully uses strategies such as definition, classification, comparison/contrast and/or cause/effect.</p> <p>Skillfully incorporates formatting, graphics and multimedia when useful to aiding comprehension.</p> <p>Provides thorough and compelling explanations of evidence and ideas.</p> <p>Provides valid reasoning which thoughtfully links evidence to support ideas.</p>
Sourcing	<p>Lacks use of sources to examine a topic and makes little or makes no attempt to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Cites little or no evidence. Little or no use of quotes and/or paraphrasing of facts, definitions, concrete details, quotations, data, conclusions or other information and examples.</p> <p>Provides minimal, incorrect or no in-text and bibliographic MLA or APA citation.</p> <p>May contain plagiarism.</p>	<p>Attempts to use sources to examine a topic and attempts to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Inconsistently cites evidence. Attempts to quote and/or paraphrase facts, definitions, concrete details, quotations, data, conclusions or other information and examples.</p> <p>Attempts to avoid plagiarism. Provides limited in-text and bibliographic MLA or APA citation.</p>	<p>Accurately and effectively uses sources to examine a topic and to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Effectively cites evidence by quoting and/or paraphrasing facts, definitions, concrete details, quotations, data, conclusions or other information and examples.</p> <p>Avoids plagiarism by effectively providing in-text and bibliographic MLA or APA citation.</p>	<p>Accurately and skillfully uses sources to examine a topic and to convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Consistently and thoroughly cites evidence by quoting and/or paraphrasing facts, definitions, concrete details, quotations, data, conclusions or other information and examples.</p> <p>Avoids plagiarism by providing thorough in-text and bibliographic MLA or APA citation.</p>

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
Organization	Builds minimal or no overall structure to develop and convey the information/explanation. Ineffectively organizes ideas, concepts, and information into broader categories. Makes a minimal attempt or makes no attempt to use transitions to clarify the relationships among ideas and concepts. Provides a weak concluding statement or section or lacks a concluding statement or section that follows from the information and explanation presented.	Attempts to build a structure to develop and convey the information/explanation. Attempts to organize ideas, concepts, and information into broader categories. contains some lapses that disrupt the cohesion or are inappropriate for the context . Attempts to use transitions clarify the relationships among ideas and concepts, but they are simple and infrequent . Provides a basic concluding statement or section that attempts to follow from the information and explanation presented.	Builds and maintains a clear structure to develop and convey the information/explanation. Logically organizes ideas, concepts, and information into broader categories. Uses appropriate and varied transitions to clarify the relationships among ideas and concepts. Provides a logical concluding statement or section that follows from the information or explanation presented.	Builds and maintains a sophisticated structure to develop and convey the information/explanation. Skillfully organizes ideas, concepts, and information into broader categories to strengthen the composition . Consistently and skillfully uses appropriate and varied transitions to clarify the relationships among ideas and concepts. Provides a thorough concluding statement or section that follows from and clearly solidifies the information or explanation presented.
Language/Conventions	Lacks a formal tone or voice. Lacks a formal writing style or writing style is not appropriate for task, purpose and/or audience. Uses simple or imprecise language. Lacks domain-specific vocabulary to inform about or explain the topic. Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.	Uses a weak formal tone or voice and/or has lapses in a formal tone or voice. Attempts to establish a formal style appropriate to task, purpose and/or audience. Attempts to use precise language and domain-specific vocabulary to inform about or explain the topic. Makes frequent errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.	Establishes and maintains a formal tone or voice. Establishes and maintains a formal style appropriate to task, purpose and/or audience. Effectively uses precise language and domain-specific vocabulary to inform about or explain the topic. Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.	Consistently establishes and maintains a sophisticated , formal tone or voice. Consistently establishes and maintains a sophisticated , formal style appropriate to task, purpose and/or audience. Consistently uses precise language and domain-specific vocabulary to inform about or explain the topic. Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few , minor errors that do not interfere with understanding the writing.